

# Learning Contracts

Handout

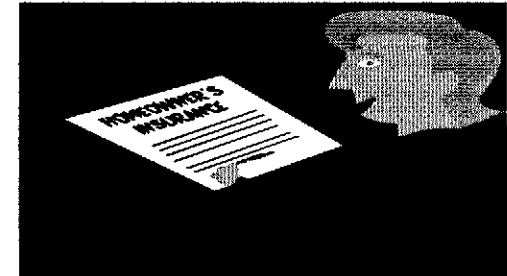
# **Learning Contracts**

Contracts take a number of forms that begin with an agreement between student and teacher.

The teacher grants certain freedoms and choices about how a student will complete tasks, and the student agrees to use the freedoms appropriately in designing and completing work according to specifications

**Strategy: Learning Contracts**

# Designing a Differentiated Learning Contract



*A Learning Contract has the following components*

## 1. A Skills Component

- Focus is on skills-based tasks
- Assignments are based on pre-assessment of students' readiness
- Students work at their own level and pace

## 2. A content component

- Focus is on applying, extending, or enriching key content (ideas, understandings)
- Requires sense making and production
- Assignment is based on readiness or interest

## 3. A Time Line

- Teacher sets completion date and check-in requirements
- Students select order of work (except for required meetings and homework)

## 4. The Agreement

- The teacher agrees to let students have freedom to plan their time
- Students agree to use the time responsibly
- Guidelines for working are spelled out
- Consequences for ineffective use of freedom are delineated
- Signatures of the teacher, student and parent (if appropriate) are placed on the agreement

## **Blackline Master 21:**

### **Checklist for Creating a Learning Contract**

This process can be done by the teacher or in cooperation with a student or group of students.

- ☐ Identify the KUDos—What do you want the student(s) to know, understand, and be able to do as a result of completing the contract?
- ☐ Brainstorm a variety of tasks the student(s) could complete.
- ☐ Eliminate the tasks that will not lead the student(s) to what you want them to know, understand, and be able to do.
- ☐ Consider how the contract will be differentiated (by interest, readiness, or learning profile).
- ☐ Decide on a reasonable timeline to complete the tasks and how many students will be asked to complete it.
- ☐ Determine how and the frequency with you will check in with students during their contract work. Make this explicit in the contract.
- ☐ Outline how students will ask for help, if needed.
- ☐ List the resources that students are able to use, and how they should be cited.
- ☐ Determine how the project(s) will be evaluated. Give the rubrics or other evaluation tools to the students and discuss together before they start the assignment.
- ☐ Write up contract in a businesslike manner. Be sure to include places for dates and signatures.

# MY CONTRACT

I will look at, listen to,  
talk to . . . .

I will read . . . .

I will draw . . . .

I will need . . . .

I will write . . . .

Name \_\_\_\_\_

Topic \_\_\_\_\_

Completion date: \_\_\_\_\_

# Learning Contract

Chapter: \_\_\_\_\_

Name: \_\_\_\_\_

Ck Page/Concept

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ck Page/Concept

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ck Page/Concept

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Enrichment Options: \_\_\_\_\_

Special Instructor

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your Idea:

\_\_\_\_\_

Working Conditions

\_\_\_\_\_  
\_\_\_\_\_

Teacher's signature

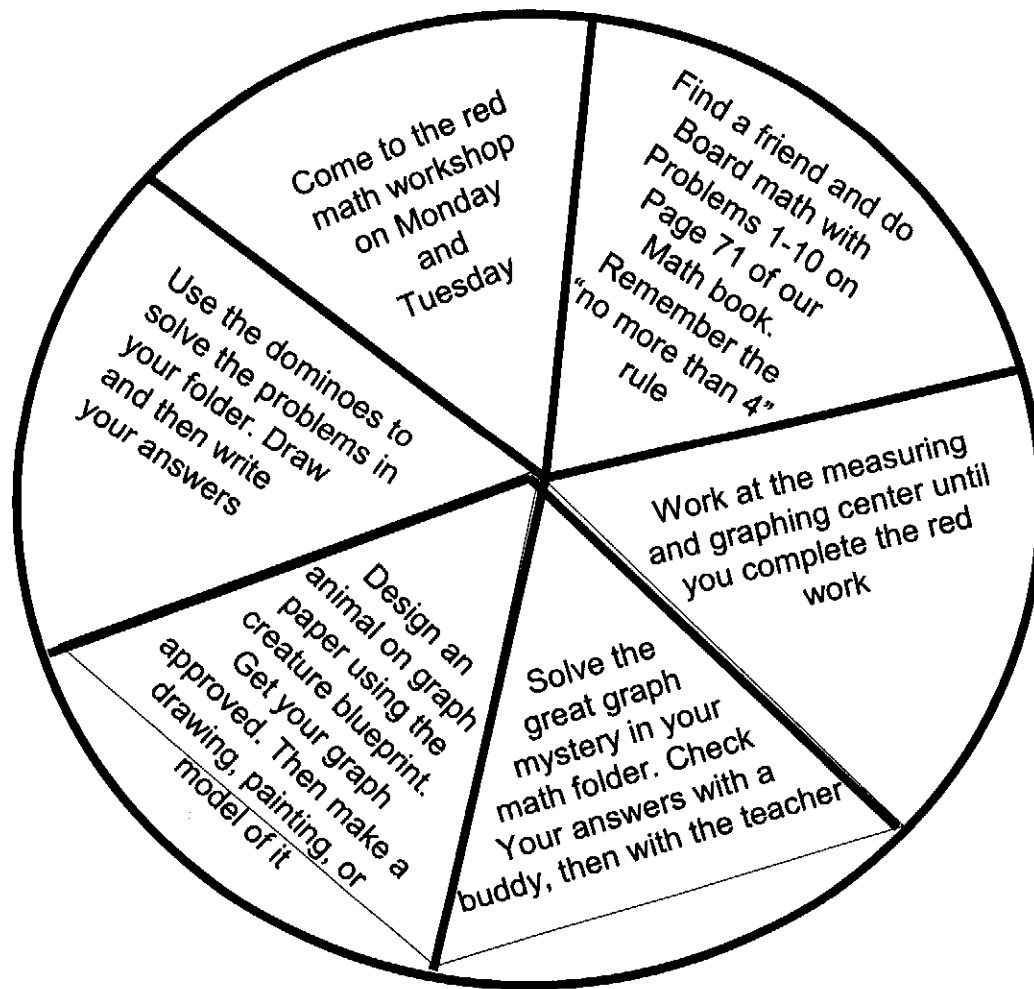
Student's signature

# The Red Contract

**Key Skills:** Graphing and Measuring

**Key Concepts:** Relative Sizes

*Note to User:* This is a Grade 3 math contract for students below grade level in these skills

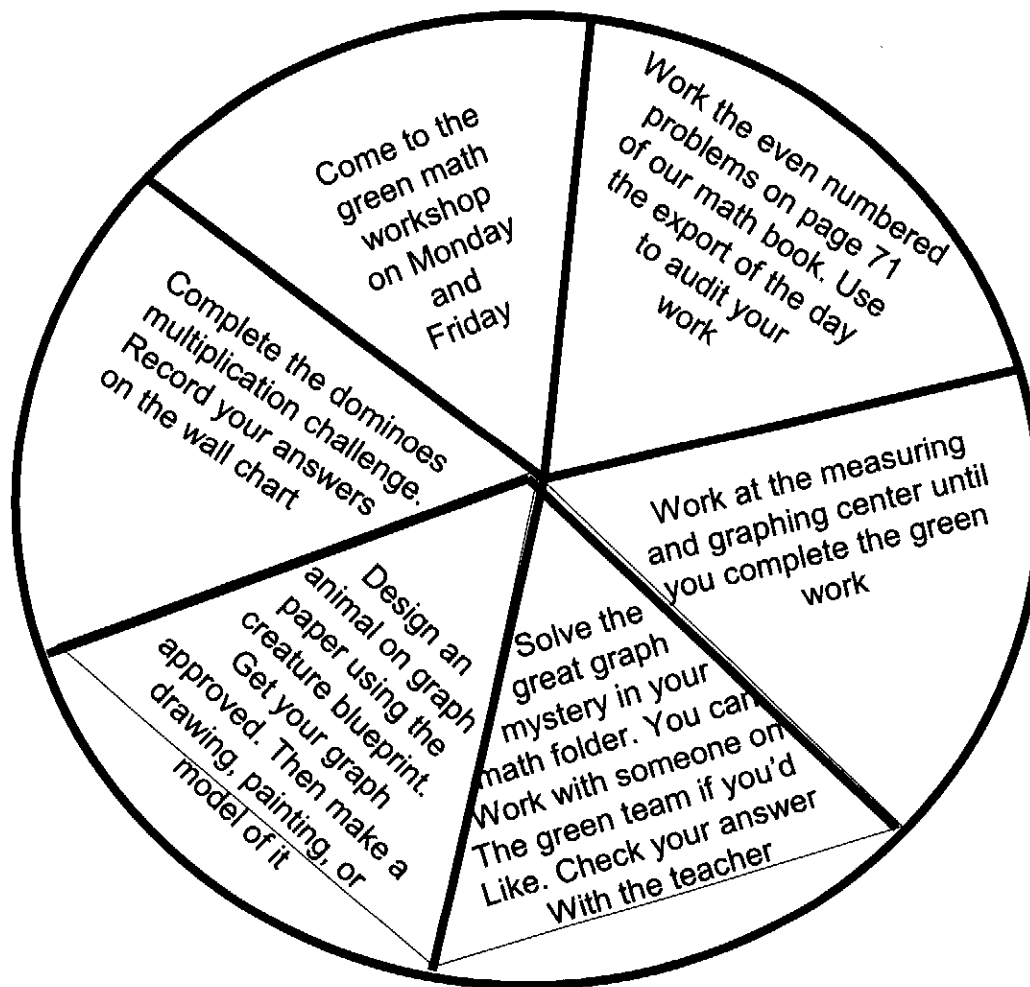


Read	Apply	Extend
<i>How big is a foot?</i>	Work with a friend to graph the size of at least 6 things on the list of "10 terrific things." Label each thing with how you know the size	Make a group story or one of your own – that uses measurement and at least one graph. Turn it into a book at the author center

**Key Skills:** Graphing and Measuring

**Key Concepts:** Relative Sizes

*Note to User:* This is a Grade 3 math contract for students at or near grade level in these skills



*Alexander Who Used to be Rich Last Sunday or Ten Kids, No Pets*

Complete the math madness book that goes with the story you read.

Now, make a math madness book based on your story about kids and pets or money that comes and goes. Directions are at the

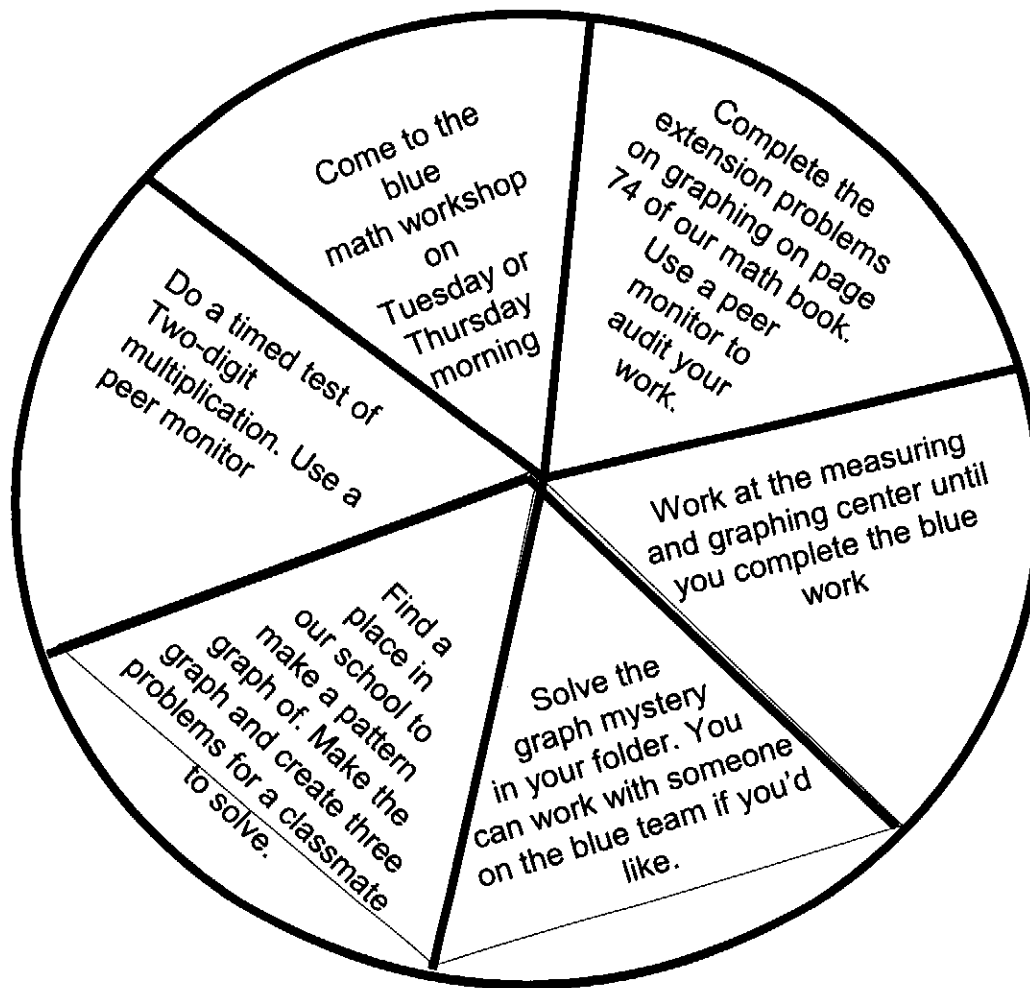
author center



## Key Skills: Graphing and Measuring

## Key Concepts: Relative Sizes

*Note to User:* This is a Grade 3 math contract for students advanced in these skills



### *Dinosaur Before Dark or Airport Control*

Research a kind of dinosaur or airplane. Figure out how big it is. Graph its size on graph paper or on the blacktop outside our room. Label it by name and size

Make a book in which you combine math and dinosaurs or airplanes, or something else big. It can be a number fact book, a counting book, or a problem book. Instructions are at the

author center

# Poetry Contract

<i>Creating a rhyming wheel using spelling lists</i> <input type="radio"/>	<i>Use your rhyming wheel to write like Shel Silverstein</i> <input type="radio"/>	<i>Write an acrostic poem; include alliteration</i> <input type="radio"/>
<i>Write a cinquain</i> <input type="radio"/>	<i>Computer art</i> <input type="radio"/>	<i>Write about you</i> <input type="radio"/>
<i>Interpret "How to Eat a Poem."</i> <input type="radio"/>	<i>Research a famous person and write a clerihew</i> <input type="radio"/>	<i>Illustrate a new poem</i> <input type="radio"/>
<i>Student choice #1</i> <input type="radio"/>	<i>Student choice #2</i> <input type="radio"/>	<i>Student choice #3</i> <input type="radio"/>

# Poetry Contract

<i>Creating a rhyming wheel using spelling lists and dictionary</i>	<input type="checkbox"/>	<i>Use your rhyming wheel to write a poem that makes you laugh</i>	<input type="checkbox"/>	<i>Write an acrostic poem using alliteration and onomatopoeia</i>	<input type="checkbox"/>
<i>Write a diamonte</i>	<input type="checkbox"/>	<i>Computer art</i>	<input type="checkbox"/>	<i>Write about you</i>	<input type="checkbox"/>
<i>Interpret "Unfolding Bud"</i>	<input type="checkbox"/>	<i>Research a famous person and write a bio-poem</i>	<input type="checkbox"/>	<i>Illustrate the meaning of a new poem</i>	<input type="checkbox"/>
<i>Student choice #1</i>	<input type="checkbox"/>	<i>Student choice #2</i>	<input type="checkbox"/>	<i>Student choice #3</i>	<input type="checkbox"/>

# **HANDOUT 8**

## **Learning Contract: The Holocaust**

Students will

### **Know**

- Who the victims of the Holocaust were.
- What happened during the Holocaust.
- When and where the Holocaust occurred.
- Other examples of prejudice in history.
- Why Hitler targeted mainly Jews.

### **Understand**

- Spreading knowledge of the Holocaust can bring about change.
- Prejudice can have disastrous effects.

### **Be able to**

- Describe events that happened during the Holocaust.
- Define prejudice.
- Create a graph or time line that presents critical events from World War II and the Holocaust.
- Compare and contrast the prejudice faced by Jews and by other groups at other times.
- Apply knowledge of *Daniel's Story*.
- Describe what it was like to live during the Holocaust.

## **Learning Contract #1**

## Handout 8—Continued

### Working Guidelines for Learning Contracts

1. Stay on task at all times with the activities you have chosen.
2. Work on the chosen activities only after the required reading or lesson for the day has been completed.
3. Work quietly so that you do not disturb others.
4. When you need help and the teacher is busy, quietly ask someone else who is working on the same activity.
5. If a classmate cannot answer your question, write down your question to ask later and begin working on another activity.
6. If you must go out of the room, do so silently.
7. If you must work in another location, stay on task there, and continue following the contract rules.
8. If the teacher is conferencing with another student, do not interrupt unless you have an emergency.

I agree to the above conditions. I understand that if I do not follow them, I may lose the opportunity to continue with this independent contract.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

## Handout 8—Continued

(Contract for students working on grade level)

### READING CONTRACT The Holocaust and *Daniel's Story*

Name \_\_\_\_\_

**Directions:** Complete five activities from the following list by the end of class on February 12. You must complete Task 1 and Task 2, choosing to do either A or B. Choose three other assignments to complete from Tasks 3–6.

You may use the following resources to help you: history, English, and math textbooks; library books; Internet; encyclopedias; and *Daniel's Story*.

#### Task 1: Choose A or B

A. You have only a brief time to interview a Holocaust survivor in order to understand the experiences he or she had during the Holocaust. Write the five questions most likely to help you fully understand the survivor's experiences. Write, tape record, or illustrate (with captions) the answers you believe the Holocaust survivor would give you.

B. You are a teenager living through the Holocaust. Write at least three diary entries describing typical experiences in a ghetto or concentration camp. Be sure your entries are complete enough for readers to understand what is happening to you and what you're feeling. Include what you see, hear, do, and so on.

#### Task 2: Choose A or B

A. Write an acrostic poem for PREJUDICE based on a worthy definition of *prejudice*. Write at least two poems that illustrate how prejudice was experienced by two of the following groups here in the United States: African Americans, Chinese immigrants, Native Americans, and Japanese Americans.

B. Compare and contrast the prejudice Jews faced during the Holocaust and the prejudice two of the following groups have faced here in the United States: African Americans, Chinese immigrants, Native Americans, and Japanese Americans. Use the Venn diagram on page 5 to get started. Then write a powerful paragraph that shows your conclusions.

## Handout 8—Continued

Choose three other tasks from the following:

### Task 3

Draw a time line and place on it at least 10 major events surrounding the Holocaust and World War II. Use sketches or icons for each event. Explain why you selected each event, including a brief explanation of the event and a brief explanation of why you consider the event to be particularly important. (Your history text will help with information and give examples for this.)

### Task 4

Choose a scene from *Daniel's Story* to illustrate. Write a paragraph describing this scene. Make sure your words and thoughts are as powerful as the event.

### Task 5

Describe what you think is happening in the picture on page 4. What do the expressions of the people and the way they are dressed tell you about what is happening? Be a good "picture detective" and use as many details as you can see to help you unravel and explain the meaning of the picture.

### Task 6

Research an aspect of the Holocaust that you would like to know more about (e.g., Hitler's life, the Nuremberg trials, Anne Frank, and so on). Prepare a handout to give to the class that includes 10–15 facts you learned from your research and important understandings we should gain from knowing those facts. Be sure to cite your sources of information.

### Task 7

Create a visual aid containing five or more important understandings you've learned about the Holocaust. Remember, these should be understandings, big ideas, or insights, not just facts. (May be hand-drawn or completed on the computer.)

I have chosen Tasks \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ to complete.

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's signature \_\_\_\_\_

# **HANDOUT 9**

## **Learning Goals for the Contract**

As a result of their work, students should

### **Know**

- Meaning of characters in stories, and friendship.
- Problems and solutions in stories.
- Characteristics of a good friend.

### **Understand**

- We have traits or characteristics that make us good friends or not so good friends.
- Characters in books have traits or characteristics that make them good friends or not so good friends.
- Stories have problems that get solved by the end of the story.
- Characters in books have problems and help solve problems.

### **Be able to**

- Read and comprehend stories.
- Analyze stories.
- Use words and images to demonstrate understanding.
- Make choices.
- Plan and use time effectively.
- Work effectively with peers.

## **Background**

Students have been studying parts of a story and have been reading stories about friendship as a whole group, as individuals, and in small groups. Stories students read independently and in small groups match their current reading levels. Whole-group stories are often beyond grade level. Student-selected stories at students' individual reading levels formed the basis for the contract work. In this classroom, books are color-coded so students can select materials that are appropriately challenging.

## **Learning Contract #2**

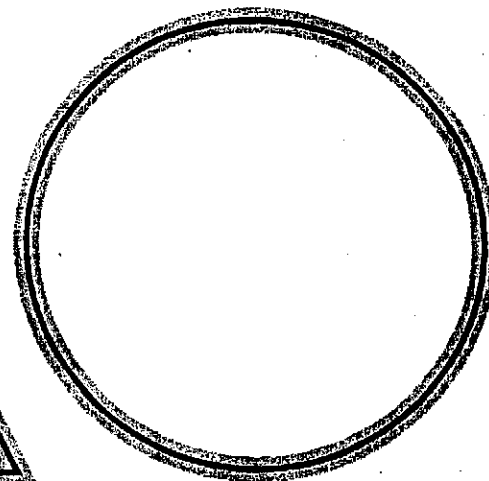
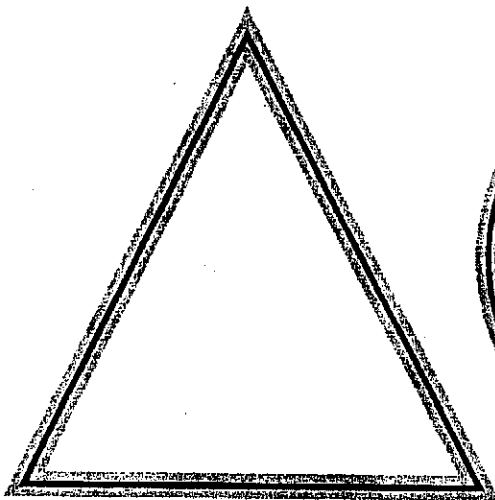
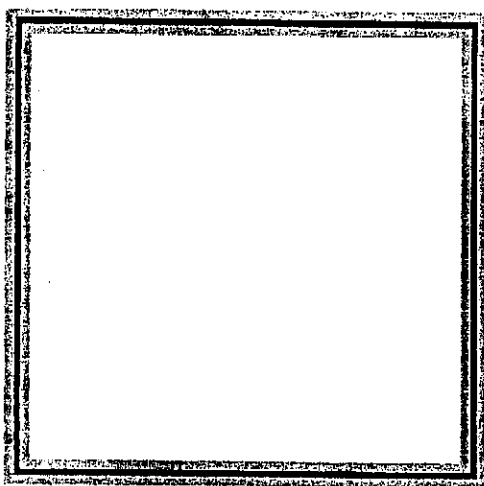


# FRIENDSHIPS

## Shape up!

### Reading Contract

Choose an activity from each shape group. Cut out your three choices and glue them below. You are responsible for finishing these activities by \_\_\_\_\_. Have fun!



This contract belongs to \_\_\_\_\_.

# **HANDOUT 10**

## **Learning Goals for the Contract**

As a result of their work, students should

### **Know**

- Parts of a plant.
- Types of plants (and examples of the types).
- Life processes of plants.
- Uses of plants.
- How plants adapt.

### **Understand**

- Plants are living things and have life processes similar to all living things.
- Like all living things, plants have a life cycle.
- Plants are interdependent with other living things.
- Like all living things, plants must adapt to their environment.

### **Be able to**

- Read for understanding.
- Use the Internet to find information.
- Organize information.
- Synthesize information.
- Report findings accurately.
- Make and follow plans for effective work.
- Evaluate their own work according to established criteria.

## **Background**

The teacher in this elementary classroom is about to begin a study of plants with her students. In the past, students have had varying levels of knowledge about plants and often found the study of plants less interesting than some other topics in the science curriculum. In addition, students in the class vary considerably in their readiness to read and interpret nonfiction material. For those reasons, the teacher decided to

## **Learning Contract #3**

## Handout 10—Continued

success, or the teacher might provide key vocabulary lists and graphic organizers for all four major tasks.

The learning contract for more advanced learners might include questions such as the following:

1. What factors affect plant growth? How do those things make plants grow better or worse?
2. Explain many different ways seed dispersal can work and why it matters.
3. In what ways are plants interdependent with other living things? Illustrate how that works.
4. What's the difference between a large bush and a small tree?
5. How and why do plants adapt? Help us understand how that works.

## The Contract

**Directions:** We're going to study plants in class pretty soon. You'll probably like the study better and learn more from it if you can figure out some important things about plants before we begin. To help you do that, you will need to complete this learning contract.

You have four science periods to complete the sections below. You may also work on your contract this week whenever you finish work early or have extra time in class for some other reason. It's okay to work on your contract at home too. However, because you'll need the books and other materials in our classroom to help with your work, much of your work will need to be finished in class.

You may finish the squares below in any order as long as you are working hard and making good progress. When you finish a square, ask me to check your work if I am available. If I am working with other students, just turn in your work to the correct box on the table by the door and I will let you know if your work is correct. Once you know a piece of your work is correct, get a plant stamp in that box. It's okay if you check with a friend who has completed the same work to see if you both think your answers are on target before you ask me to check your work. If you are having trouble finishing your work well, I will make assignments to help you stay on track.

You may also sit anywhere in the room you'd like as long as you are working hard and making good progress. If you have difficulty working well in the place you select, I will help you find a place and a plan that work better for you.

There are lots of materials in the nature corner to help you—books, magazines, videos, Internet sites, and other interesting things. Work first with materials that have dots on them that match the color here.

Think hard. Do your best work. See how good a plant detective you can be. Your work will help us learn much more during the part of the unit we do together.

## Plant Contract

<p>1. Find out what types of plants there are. Use the “Types of Plants” grid to show and tell what you learn. Be sure to give several examples of each type of plant on your grid. Draw and label the examples. (See some samples in the box in the nature corner.)</p>	<p>2. Make a model of a plant that shows the parts all plants have in common. Label the parts and on each label explain briefly what the part does for the plant.</p>
<p>3. Draw something that shows us the life processes of plants. Be sure you</p> <ul style="list-style-type: none"> <li>• Label your drawings.</li> <li>• Include all the processes.</li> </ul>	<p>4. Find a way to show all the uses plants have in nature and for humans. You might like to try an illustrated list or a collage, but feel free to come up with other ways to show all the uses for plants you can find.</p>
<p>BE A PLANT DETECTIVE AND ANSWER THESE QUESTIONS. You can use separate sheets of paper to answer these and can illustrate as well as write your answers if you'd like to.</p>	
<p>1. How do plants make food?</p>	
<p>2. What factors affect plant growth? How do those things make plants grow better or worse?</p>	
<p>3. Why do plant stems stand up instead of drooping over when they are healthy?</p>	
<p>4. Explain ways seed dispersal can work and why it matters.</p>	

### What is the 3-2-1 Contract?

- Is a model for students to plan independent studies.
- Encourages collaborative group work
- Students are responsible for choosing, designing and completing contract work
- Teacher provides some choices but allows student input for choice as well
- Activities can be tiered to allow a variety of activities based on the same theme or objective
- May be used for individual students or for small groups.
- Can be used with any age level for both specific objectives and for interest-based projects

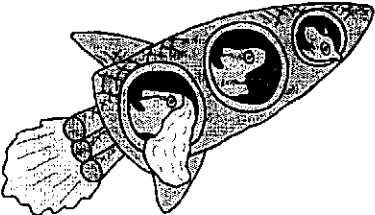
#### Steps for using the “3-2-1 Contract” for Specific Objectives:

1. Select a specific curriculum objective
2. Create 6-7 possible activities for your students to choose from
3. Students brainstorm for 1-2 student choices to fill other contract choices
4. Groups are formed and leaders are appointed
5. Students discuss topic, choices and choose 3 activities to complete
6. Group leaders fill in the 3 choices decided upon as a group
7. Teacher provides completion date and any other checkpoint dates as needed
8. Students sign and teacher signs contract
9. Each student is given a copy of the contract for their notebook or portfolio

#### Steps for using the “3-2-1 Contract” for Interest-based Projects:

1. Students individually brainstorm for areas of interest
2. Create student groups according to common interest areas
3. Groups fill in the contract board with possible activities
4. The teacher may choose to give 1 or 2 generic ideas
5. The group discusses and contracts for 3 choices
6. Group members discuss roles and responsibilities for choices
7. Each student is given a copy of the contract for their notebook or portfolio

# 3-2-1 Contract!

3-2-1 choices: 3 \_\_\_\_\_ 2 \_\_\_\_\_ 1 \_\_\_\_\_

Student Names:

\_\_\_\_\_

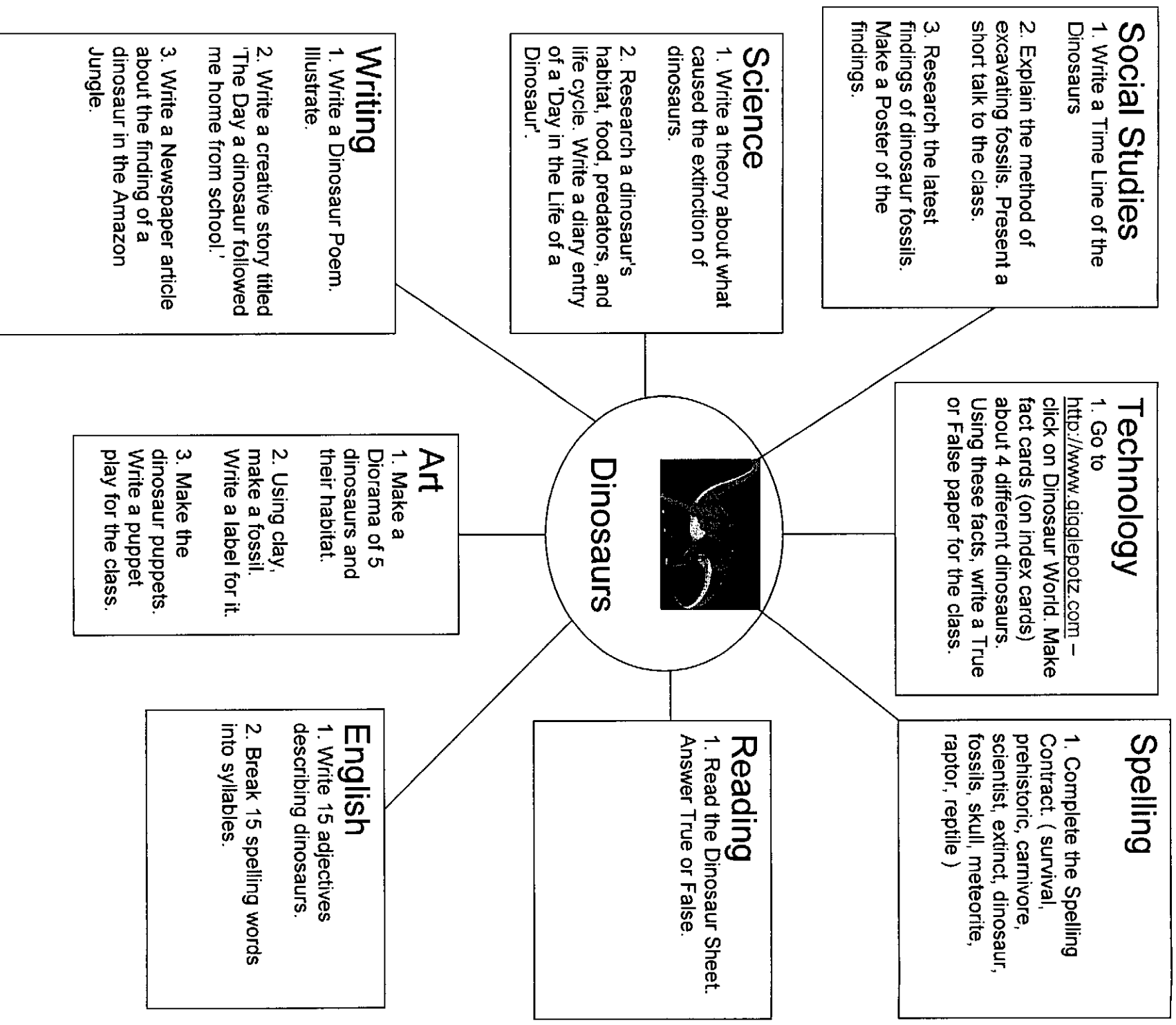
Contract Dates:

\_\_\_\_\_ to \_\_\_\_\_

\_\_\_\_\_

Teacher Signature:

\_\_\_\_\_





## **To Kill a Mockingbird Vocabulary K-U-D's**

***As a result of this activity, students will...***

### **...KNOW...**

- ...the definitions of vocabulary words that are important to understanding assigned character's perspective.

### **...UNDERSTAND...**

- ...that words have "personalities."
- ...that words enrich our ability to communicate.
- ...that words have family relationships with other words.

### **...BE ABLE TO...**

- ...use personification and/or sense imagery to describe vocabulary words.
- ...use vocabulary words to discuss the novel's action and/or characters.
- ...group words according to similar roots, derivations, and meanings.

## Vocabulary Contract

**Directions:** *As you read **To Kill a Mockingbird**, you will encounter certain vocabulary words that are important to your character in some way. These words are included in your packet. To increase your insight into your assigned character, you will become an expert in these important terms in the following ways:*

1. Before you read each assigned section, you should look up and define the words for that particular section (two words per section). If you're already familiar with those words, you are free to propose alternates.
2. Be on the "look-out" for those words' occurrence in your reading. Next to your definitions, record the sentence that uses that word.
3. Complete one of the vocabulary activities below at each of the following points in your reading:

- **After Chapter 6** (for chapters 1-6) - **Your choice of a square, an oval, or the triangle.**
- **After Chapter 12** (for chapters 7-12) - **Your choice of a square, an oval, or the triangle (a different shape than you did after chapter 6).**
- **After Chapter 17** (for chapters 13-17) - **Your choice of a square, a circle, or the triangle (a different shape than you did after chapter 6 or 12).**
- **After Chapter 23** (for chapters 18-23) - **A second (new) square or circle of your choice (an activity that you have not already completed).**
- **After Chapter 31** (for chapters 1-31) - **WORD SORT (Description sheet attached)**

- The *Activity Menu* is attached (page 2). Please look through the activities and decide which options appeal to you the most.
- To help yourself plan and keep track of the activities you complete, please complete the attached *Contract Agreement* (page 3) and return it to your teacher.

## VOCABULARY CONTRACT

### *Activities Menu*

**Directions:** You must complete one of the activities below at the check points listed on the previous page. Consult the directions (also on the previous page) to ensure an appropriate combination of “shapes.”

#### Personification Poem

Write a  
“Personification  
Poem” for each

#### MAKING SENSE

Answer and explain in detail the following questions about EACH of the four words in this section:

1. If this word were a color, which would it be and why?
2. If this word were a

#### WILD ABOUT WORDS

Pretend each of these words is an animal. Think about which animal would best

#### FOIL-LOGUE

Use these 4 words correctly in a new dialogue you write that takes place between your character and his/her “foil.” This dialogue can be from an aviation portion of the

Alternate: You may complete this activity in the form of a comic strip with captions.

#### Obituary

Pretend that your character has died during this portion of the novel. Write an obituary that would appear in the *Maycomb Examiner*. The obituary should use these 4 words correctly to vividly describe your character and/or the circumstances of his/her death. See your teacher for sample

#### Absentee Note

Your classmate (who is studying your same character) has just returned from an extended illness. In a two-paragraph summary, explain to him/her what has happened to your character thus far in the novel. Be sure to use your 4 vocabulary words correctly and in

### Word Study

(Required) – See attached description sheet.

### Word Sort

(Required after Chapter 31) See attached description sheet.

## Vocabulary Contract Agreement

Please complete, sign, and turn in to your teacher at the beginning of the novel study. You are free to make changes to the plan as you go, but be sure to apprise your teacher of all plan revisions.

Directions: Draw the shape and write the title of the activity you plan to complete at each of the assigned “check points.”

Ex> Check Point 1:

**Making  
Sense**

Check Point 1 (after Chapter 6):

Check Point 2 (after Chapter 12)

Check Point 3 (after Chapter 17)

Check Point 4 (after Chapter 23)

Check Point 5 (after Chapter 31): REQUIRED—“Word Sort”

### Check Yourself

**Do you have...**

...at least one oval?

...at least one square?

...a second (different)

oval OR square?

I, the undersigned, do hereby agree to complete the activities listed above at the appointed checkpoints. I understand that, if I wish, I can alter my plan with





# The Access Center

Improving Outcomes for All Students K-8

## Handout 5

### Learning Contract

My question or topic is:



To find out about my question or topic:

I will read:



I will look at and listen  
to:



I will write:



I will draw:



I will need:



Here's how I will share what I know:



I will finish by this date:



The Access Center, a project of the American Institutes for Research, is funded by the U.S. Department of Education, Office of Special Education Programs Cooperative Agreement #H326K020003

# Personal Agenda

- **Agendas:** "A personalized list of tasks that a particular student must complete in a specified time. Student agendas throughout a class will have similar and dissimilar elements on them. A teacher usually creates an agenda that will last a student two to three weeks."

# When to Use

- As an ongoing anchor activity
  - When there is a need for extension
  - When there is a need for remediation
  - When students have an interest they would benefit from pursuing
  - When teachers need an opportunity to work individually with students



# Personal Agenda

Montgomery  
County, MD

Personal Agenda for \_\_\_\_\_

Starting Date \_\_\_\_\_

Teacher & student initials at completion	Task	Special Instructions

Remember to complete your daily planning log; I'll call on you for conferences & instructions.

# Personal Agenda

**Agenda for:** \_\_\_\_\_

**Starting Date:** \_\_\_\_\_

## **TASK**

- Complete Hypercard stack showing how a volcano works
- Read your personal choice biography
- Practice adding fraction by completing number problems & word problems on pp 101-106 of workbook

## **Special Instructions**

- Be sure to show scientific accuracy & computer skill
- Keep a reading log of your progress
- Come to the teacher or a friend for help if you get stuck

# Personal Agenda

## **TASK**

- Complete research for an article on why volcanoes are where they are for our science newspaper. Write the article. Have the editor review it with you. Revise as needed
- Complete at least 2 spelling cycles

## **Special Instructions**

- Watch your punctuation and spelling! Don't let them hurt your great skill at organizing ideas.

Remember to complete your daily planning log. Remember I'll call you for conferences and instructions sometimes.

# Work Log

Date	Goal	Actual



## Science Agenda on Chemical Problems in the Environment

### **IMPERATIVES (You *must* do each of these....)**

1. Select a chemical problem in the environment and
  - Define and describe the difficulties it presents
  - Be sure to discuss why, where, and to whom/what

Your choices are:

- Global warming/Greenhouse effect
- Ozone depletion
- Acid Rain
- Air Pollution
- Water Pollution (including thermal pollution and land/ground pollution)

2. Complete a map showing where the problem exists, what/who is affected by it, and the degree of impact
3. Develop a talking paper that describes present and future solutions, as well as your recommendations.

**NEGOTIABLES (You must do at least one of these...)**

1. Determine the approximate costs of the problem of one badly affected region and develop a graphic that shows total costs and what makes the costs (for example: Health costs, clean-up costs, lost revenues from land, etc.)
2. Develop a timeline of the evolution of the problem over the last 100 years, including significant dates, and factors that contributed to the change. Take the timeline into the future based on your current understanding of trends associated with the problem.

**OPTIONS (You may do one or more of these...)**

1. Create a Gary Larson-type cartoon or an editorial cartoon that makes a commentary on the problem.
2. Prepare a fictionalized account, but based on scientific fact, of a person who lives in a badly affected area. Your goal is to put a human face on the problem.
3. Develop a 60-second public service announcement (taped) to raise audience awareness of the problem and introduce positive actions citizens might take to improve the prognosis for the future.